

The NATIONAL Secretary

Volume 11

Number 1

October, 1945

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THE NATIONAL SECRETARY

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Number 1

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of School Secretaries

OCTOBER
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for
Secretaries, Clerks, Administrative Assistants
in public, private schools and colleges

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PRESIDENT'S MESSAGE

Constance King Cowardin

A world of nylons, meat, sugar, new cars, coal and oil, courteous store clerks, and two applicants for each job—it's hard to realize that this is that post war-world we've read so much about!

What a challenge and an opportunity for each one of us. History in the making as seen through the "window" of the school secretary's eye would record the impressions of the school pupil buying defense stamps and doing without candy; the adolescent, short of smokes but with a certain knowledge of the causes of war and the way to peace; the more mature opinions of faculty members and well-informed parents; and colored by her own feeling of being a tiny cog in the wheel of the daily life of a world power.

School secretaries are becoming more and more conscious of their opportunities. At the Workshop at Columbia University this summer, several hundred persons of similar interests worked and played together under the guidance of Dr. Willard Elsabee and Miss Louise Henderson, our President Emeritus. You will find reports on this experience from several different view-points elsewhere in this magazine but if you are one of the lucky ones who attended this workshop, you will realize that these reports can only skim the surface.

Do you know of any Workshops in your state—or college courses especially designed for school secretaries? Please send a postal or a copy of the bulletin for that course if you have one to Catherine Daly of Detroit who has charge of our Reference Committee. Don't think that "someone else who knows more about the course will undoubtedly send her a copy." Do it yourself—now—if you attended such a course last year or plan one for this year, your information will be especially valuable. Miss Daly will then see that Florence Garretson of Scotch Plains has the information she needs for her Professional Study continuation. You will find her report on the "Desirable Qualities for Secretaries" from the administrators viewpoint by turning over a few pages. Miss Garretson has spent a great deal of time with Miss Eleanor Deardon, Mrs. Virginia Halsey and other members of her committee on this report and we believe that you will find the results well worthwhile.



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Mary Bowers of Crawfordsville heads a newly organized Public Relations Committee. We want to see that information about our organization reaches those persons who are interested in you and the National Association of School Secretaries. Send requests for copies of the National Secretary with the name and mailing address of those persons to whom you wish the magazine sent. Miss Bowers will take care of each request as rapidly as possible.

You will find a report of the executive committee meeting in this issue from the pen of our newly elected recording secretary, Mrs. Grace Holt of Phoenix. A writer of verse and several times winner of prizes for radio scripts for the Business and Professional Women's Clubs, her contributions to these pages will make interesting reading.

Sara Milner of Atlanta continues as corresponding secretary. In addition to the duties of this office, she assisted Mrs. Kuehny with membership and toiled manfully with advertising problems which came her way as advertising manager. She is indefatigable. Besides her interest in the National Association of School Secretaries, Miss Milner is a church organist, a school secretary in the Girls High School in Atlanta, and a good part-time housekeeper and nurse when illness hit her family last year.

Edna Atkinson of Oak Park has her time well filled running the financial end of our organization. She receives all our dues and sends checks to our creditors. In her spare moments, she plays hostess to many members of our group who find her tiny apartment at the cross-roads of this country.

The excellent work of the committee headed by Miss Mildred Farmer of Findlay, former recording secretary, now vice president in charge of Advisory Council, is responsible for the following action on our petition to become a department of the National Education Association: Dr. Willard Givens' letter reads in part:

"I am happy to tell you that the matter was considered favorably by the N. E. A. Executive Committee and acted upon by the Board of Directors which also met in Chicago. The Board of Directors has recommended to the Representative Assembly that the application of the National Association of School Secretaries to become a department of the N. E. A. be acted upon at the next meeting. This type of recommendation from the Board of Directors leaves little doubt but that the action by the Representative Assembly will be favorable."

Miss Farner is proud of the teamwork of Miss M. Alvina Carroll of Washington and Mrs. Grace Holt, members of the committee, and of the cooperation of our membership all over the country.

During the coming year Miss Farner will head the committee on elections. It is her task to present two names for each office on the ballot. Would you like your name to appear on the ballot of the National Association of School Secretaries? Or perhaps you know a school secretary with executive ability whose name would ably represent you on our ballot. Send such names and brief biographies to Miss Farner and the committee will write the person named.

Catherine Crawley of Washington, D. C. newly elected member of the Executive Board has been appointed to serve with Miss Farner as one of the committee of five. She has also been asked to assist with plans for next summer's Executive Board meeting.

Mrs. Belle Kuehny of Los Angeles continues as vice president in charge of membership. This important post, by its nature, introduces Mrs. Kuehny to each one of you each October but only a few of our 1300 members have had the privilege of shaking her hand. Her local group of secretaries think so much of her that each year they have elected to send her to the Board meeting and conventions to represent them—paying part or all of her expenses. In addition to the work on membership, Mrs. Kuehny offered to supervise the advertising in the National Secretary this year and she was immediately appointed by the Board.

Katherine Mitchell of Pittsburgh who, with Mrs. Margaret Kleiser Woodside her assistant editor, turns out such an informative magazine three times each year, is our other vice president.

Betty Zimmerman junior past president, attended the Columbia Workshop with a large delegation of Milwaukee girls. As chairman, she presented the report of the election committee to the executive board in New York City. You may be interested to know that eight of the eleven members of the Executive Board attended the Columbia Workshop.

Certification, tenure, retirement, salary scales, workshops, special college courses—all point the way to better service from better secretaries of better administrators.



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Editor's Page



Katherine E. Mitchell, Editor

Margaret Kleiser Woodside, Assistant Editor

Best wishes to you all at the beginning of this new school year. We hope that you have come back to school and desk refreshed by your vacation and ready for all the work that lies ahead. This year just can't help but be a better one. The war is over; we now can give our full mind and energy to our duties. We need no longer be impeded by the parasitic fear that destruction is overwhelming mankind. We join with the millions all over the world in saying "thank God for victory" and "help us, Lord, to work together to preserve our precious peace."

How can we put legs under our hopes for an unbroken peace? One day a small boy was trying to put together a jigsaw puzzle. The puzzle was a map of the world. As the child worked earnestly, the father smiled. At last here was a task that would undoubtedly keep his son busy for quite sometime. In a short while, however, the boy called, "Daddy, come here; see the map is all put together." In surprise, the father asked, "How could you finish the puzzle so soon? You know nothing about the geography of the world." The youngster replied, "Oh, I didn't do it that way. There was a picture of a man on the other side."

"There is a destiny which makes us brothers;
None lives to self alone.
All that we put into the lives of others
Comes back into our own."

This is the beginning of our second year as editor and assistant. We've liked the job. We are looking forward to another pleasant year and with your help hope to make THE NATIONAL SECRETARY a better magazine than it was last year.

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"T'AIN'T US"

The officers of the National Association of School Secretaries wish to call your attention to the following article.

"SECRETARY ASSOCIATION" EXPOSED

An expose has recently been made of the National Association of Secretaries, operating in many cities, offering in many cities, various features in the way of business magazines and insurance policies, and through which many gullible and well-intentioned secretaries and stenographers have been victimized. It is up to every responsible and alert business college to warn students against "joining" or contributing to such "associations."

Under the title "Feds Foil Fake 'Secretary Association'", the following article appears on page 59 of the June, 1945, issue of "Frauds and Answers" Magazine. Every office worker should be informed of this timely and generous warning:

"It was just two years ago that we told you in this magazine about the National Secretaries' Association and its come-on advertising which was designed to attract as many gullible men and women as had money to spare for the particular benefit of four Kansas (Mo.) citizens.

"Well, at long last the Government has stepped in to expose the racket.

"The 'Association' is the brain child of H. Robinson Shipherd, Ruth Hostetler Buffton, Hilary A. Buffton and George Turner, and has been operating under the guise of being a non-profit making, legitimate and well-established organization when, in reality, it was anything but a non-profit business with the above foursome by \$21.65 of each \$25 paid by hopeful secretaries, instead of being well-established, it was a little-known organization.

"The 'Association' attracted membership by 'offering' such enlightening books as 'Better Letters' and other publications, as well as special courses of instruction and group health, accident and hospitalization insurance policies, and the benefits of an employment office.

"The employment office never existed, the insurance policies the members received were a special accident contract very limited in scope (with no health insurance features), and there were no provisions made for giving special instructions."

Reprint from THE COMPASS
Published once a month by the American
Association of Commercial Colleges
C. W. Woodward, Executive Secretary and
Editor
This article first appeared in the FRAUDS
AND ANSWERS magazine.

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Summer Workshop at Teachers College

by

Willard S. Elsbree

Professor of Education

Teachers College, Columbia University

Teachers College, Columbia University, held its first workshop for school secretaries during the last week of June, 1945. Despite the restrictions on travel, the shortage of hotel accommodations in New York, and the fact that the workshop was held during the busiest week of the school year (the closing of school), the number of secretaries attending exceeded the most optimistic estimates. No less than 169 secretaries, representing 93 school systems in 26 states and the District of Columbia, registered for the conference. Among these were twenty from states west of the Mississippi River, twelve from the south, and twenty-eight from New England. As might logically be expected, the Middle Atlantic states led, with 67 representatives. Among individual states, Pennsylvania had the largest delegation, with 34 members, and Massachusetts came second with 23.

The large registration, in light of the many demands made upon school employees generally, and the difficulties encountered in travel, was proof positive of the interest of school secretaries in professional study.

Those responsible for organizing the workshop encountered more difficulties in deciding upon a suitable program than in reaching decisions upon other aspects of the conference. There were no adequate precedents to guide them and everyone associated with the project was aware of its experimental nature. The proposals made by the advisory committee, composed of several of the present and former officers of the National Association of School Secretaries, together with a few invited secretaries in the metropolitan area of New York, constituted a good foundation for the program as it was finally developed. Teachers College was particularly fortunate also in having Miss Louise Henderson, President Emeritus of the National Association, in residence at the university during the entire school year. Her knowledge of the day-to-day problems of school secretaries and her insight as to their interests and needs contributed significantly to the rich program of lectures and activities which was finally offered.

Programs usually constitute rather dull reading, but the schedule of discussions, field trips and leisure activities listed below will perhaps provide the reader with a good idea of the secretaries' week at Teachers College.



Willard S. Elsbree

SCHEDULE FOR SECRETARIES WORKSHOP

MONDAY

9:30—11:30 A. M.
Dr. Hamden L. Forkner
Technical and Personal
Responsibility of the
School Secretary to the
Administration
Measures of Efficiency
Noon—free
2:00 P. M.
Anne Delafield from
DuBarry Success School
Horace Mann Auditorium
Evening
Get-together Dinner
Iceland Restaurant



TUESDAY

9:30—11:30 A. M.
Dr. Goodwin Watson
Our Personality
Adjustment
Free
2:30 P. M.
Field Trip
"How People Live"
East Side, New York
Evening
Dinner at Chinese
Restaurant in Chinatown,
Chinese Opera House,
followed by Boat Trip to
Staten Island



WEDNESDAY

9:30—11:30 A. M.
Dr. Karl N. Bigelow
Secretary and Human
Relations
12:30 P. M.
Luncheon—Men's Faculty
Club
Dr. Eduard Lindemann
Guest Speaker
2:30 P. M.
Resources of College
Guidance Laboratory
Stenographic and

Mimeograph Service
Bureau of Publications
Placement Bureau
Evening
Radio City—to see
Broadcast of "Mr. District
Attorney"



THURSDAY

9:30—11:30 A. M.
Dr. John K. Norton
How the Work of the
School Secretary Relates
to Education on State and
National Levels
12:30 P. M.
Luncheon—Men's Faculty
Club
Dr. A. J. Stoddard, Guest
Speaker
Professional Status of the
Secretary
2:30 P. M.
Miss Ethel M. Feagley
Source Material
Bibliographies and Foot-
notes
4:00 P. M.
Tea in Grace Dodge Room
Teachers College
Evening free



FRIDAY

9:00—10:00 A. M.
Dr. Edward S. Evenden
The Secretary's
Relationship to the
Educational Program
10:00—11:30 A. M.
Dr. Roma Gans
The School Secretary in
A Guidance Role
Noon—Free
Afternoon—Free
Evening
Radio City Music Hall
"Valley of Decision"

The staff listed above were chosen because of their acknowledged competence to about them and the nature of their contribution to the workshop are perhaps in discuss the topics deemed most important for our first conference. A few comments order.

Dr. Hamden Forkner is an authority in the field of business and commercial education. His knowledge of the technical aspects of the secretary's job made it imperative that he accept the lead-off position on the program. He gave many practical suggestions for measuring and improving one's efficiency as a secretary. Dr. Goodwin Watson is a psychologist with a genius for making the principles of psychology simple and understandable. He dealt with practical everyday personnel problems and stressed the factors involved in personality adjustment. Dr. Karl Bigelow was invited to serve on the workshop staff because of his rich experience as Director of the Commission on Teacher Education, and because of his wide knowledge of professional movements and activities. His talk won instantaneous response and his analysis of the behavior of school employees was both thought-provoking and inspirational. Dr. John K. Norton, a nation-wide authority on school administration, gave us a broader perspective of our jobs than most of us held, and showed us our dependence upon a sound State and Federal school organization. Professor E. S. Evenden has for years been a student of professional problems and his practical judgments have left their imprint on the educational program of American Colleges, as have few other educators. His analysis of the secretary's relationship to the school program was most instructive. Finally, among the regular members of the workshop staff was Professor Roma Gans, whose enthusiasm and direct approach to the guidance function of the school secretary provided an appropriate benediction to a week of thoughtful discussion and study.

There were, in addition to the participants from the regular Teachers College staff, several other educators including Dr. Eduard Lindeman, an eminent sociologist at Columbia University and Dr. A. J. Stoddard, Superintendent of Schools of Philadelphia, long a friend of school secretaries. Dr. Lindeman drove home the role we must assume if world peace is to become a reality, and Dr. Stoddard outlined some next steps in achieving a professional status for school secretaries.

Much could be written and said about the afternoon activities of the workshop. A perusal of the program will convey a rough idea of the cultural and social activities provided. The significance of this phase of the program cannot be adequately appraised since New York is unsurpassed in the cultural resources which it possesses. Louise Henderson left no stone unturned in discovering these and incorporating them into the workshop schedule. Moreover, everybody seemed to have a good time and the morale of the group was consistently high throughout the week's program.

It is obvious to anyone who thinks seriously about it that a workshop such as the one just described is no adequate substitute for long term study, and that preparation for the responsibilities of the office of school secretary require several years of uninterrupted effort. However, for those experienced secretaries whose basic preparation was earned several years ago, the workshop promises to serve a real need. In the first

place, it is obvious that formal schooling designed for young people in their teens has less appeal for most adults past twenty-five years of age. This is due to a number of factors. Experience itself is a great teacher and one doesn't necessarily have to go to college to become educated. In fact, despite the overall value of a college education, there is much meaningless learning and experience associated with such preparation. For a mature adult to wade through the curricular requirements of the typical undergraduate college is to experience much dullness and boredom. Hence something more vital and more immediately related to everyday living is needed and the workshop such as the one just described can be directed specifically to the real problems of school secretaries.

A second function of the workshop is to provide inspiration. Most of us bog down because we lose enthusiasm. We need to have our perspective of our job enlarged to see its social significance, to feel that our work is really important, and that our efforts really count. Euthusiasm can be engendered in many ways but a group situation similar to the one obtained at Teachers College during the workshop is ideal for providing inspiration.

Finally the workshop can stimulate professional reading and study, and it can create and foster a professional attitude on the part of school secretaries. Moreover, it is so designed that it can reach a much larger proportion of the school secretaries than any other single in-service education agency.

Teachers College is already laying plans for another workshop for school secretaries to be held in the summer of 1946. It is the hope and the expectation of the writer that this will be even more instructive and inspirational than the one just discussed. At all events it will be different.

NUMBER OF STATES (WITH THE NUMBER OF PARTICIPANTS)
REPRESENTED AT

WORKSHOP FOR SCHOOL SECRETARIES
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

June 25 to 29, 1945

1. Arizona	1	15. Mississippi	2
2. California	5	16. Missouri	3
3. Connecticut	1	17. New Hampshire	3
4. Delaware	8	18. New Jersey	11
5. District of Columbia	4	19. New York	13
6. Georgia	4	20. North Carolina	2
7. Illinois	6	21. Ohio	13
8. Indiana	7	22. Oklahoma	1
9. Iowa	1	23. Pennsylvania	34
10. Louisiana	2	24. Rhode Island	1
11. Maine	3	25. Tennessee	1
12. Maryland	1	26. Virginia	1
13. Massachusetts	23	27. Wisconsin	9
14. Michigan	9	Total	169

COMPLETE REPORT ON THE COLUMBIA UNIVERSITY WORKSHOP FOR SCHOOL SECRETARIES

—June 25-29, 1945

By Mrs. Virginia Bowman, Akron, Ohio

Under the splendid leadership of Miss Louise Henderson, President Emeritus of the National Association of School Secretaries, and Dr. Willard S. Elsbree, Professor of Education, Teachers' College, Columbia University, the Workshop for School Secretaries held at Columbia University, June 25-29, 1945, was an outstanding success.

There was not, I am sure, one member who left the workshop without a feeling of having been challenged to reach greater heights of efficiency and prestige in her own position.

In my opinion, the workshop is one of the greatest steps the National Association of School Secretaries has made on the road to professionalization. The very fact that other accredited colleges and universities have already followed through with similar workshops shows that recognition of the position of the school secretary is at last a reality.

The school secretaries of the United States owe a debt of gratitude to Miss Henderson and to Dr. Elsbree for their untiring efforts in pioneering the workshop for school secretaries. Miss Henderson, beloved by school secretaries the nation over, has been working tirelessly and unselfishly over a period of ten years for the professionalization of the position of school secretaries. Since this initial venture into the area of in-service training has proved so successful, she must surely feel a sense of real accomplishment.

For the information of those secretaries who were unable to attend the workshop, outlines of the several lectures delivered during the session follow.

Lecture by Dr. Hamden L. Forkner, Professor of Education

The Technical and Personal Responsibilities
of the Secretary to Administration

Measures of Efficiency

June 25, 1945

- I. The qualifications of a good school secretary
 - A. She must be a real diplomat in handling students, parents, taxpayers, teachers and co-workers.
 - B. She must be a good teacher. She must be able to train new employees.
 - C. She must be a skilled technician. She must be able to handle the tools of her position, such as shorthand, typewriting, etc., with ease so that she will be free to devote herself to the more important and less routine duties.
- II. Discussion of business machines
 - A. Dr. Forkner predicts a greatly expanded use of voice-writing machines in the near future.
 1. The Dictaphone
 2. The Soundscriber
 3. The Rieber Transcriber

III. Production levels of the Secretary

- A. A survey made at the General Cable Company of New Jersey
 - 1. The work of three secretaries at the lower production level is required to equal that of one secretary at the top level.
 - 2. An expert operator, under ideal working conditions, should turn out 250 to 260 envelopes per hour from a prepared list; twelve two-hundred word letters per hour.
 - 3. The secretary saves about fifty per cent of her time by answering correspondence directly ready for the administrator's signature.
 - 4. An important responsibility of the school secretary is to keep the administrator free of unimportant tasks so that he may concentrate on the important ones. The secretary may do much to help her administrator succeed or to help him fail.
- B. Human relations
 - 1. The school secretary can measure her efficiency by the degree to which the pupils come to her for help and advice. A school secretary may become a very good guidance counselor.
 - 2. The secretary is in a most strategic position to develop good school-community relations.
- C. Equipment for duplicating purposes—modern developments
 - 1. The Electromatic typewriter
 - 2. The Varsityper
 - 3. The margin justifier
 - 4. The offset duplicating process

Lecture and Demonstration by Miss Anne Delafield of The DuBarry Success School

June 25, 1945

- I. Good grooming gives poise to the secretary.
- II. Good health is essential to good looks and a cheerful attitude.
- III. The only source of nourishment for the skin is the blood stream.
- IV. Balance the alkaline and acid ash foods in your diet. You are what your ashes are.
- V. Eat unrationed foods for unrationed beauty.
- VI. A demonstration of the new trends in hair styles.
- VII. Exercise for good body lines.
- VIII. An invitation to the DuBarry Success School Salon for an analysis of the hair or skin.

Lecture by Dr. Goodwin Watson, Professor of Education

Our Personality Adjustment

June 26, 1945

- I. Each person lives in a world of which he is the center.
- II. Behavior that looks like one thing may result from something entirely different.

III. Promoting ego satisfaction in an ego-eccentric world.

- A. The successful secretary is the one who is sufficiently able to put herself in the other person's place in order to realize his need for ego satisfaction.
- 1. Ego satisfaction is given by:
 - a. Asking for an opinion or advice.
 - b. Being a willing listener.
 - c. Challenging with more responsibility.
 - d. Using his work as a good example.
 - e. Making him feel that he belongs.
- 2. In every office there should be one person whose main position at times is to furnish a soft shoulder for people to weep on.
 - a. In addition to being a target to talk at, the secretary can help by being a mirror to reflect the weeper so that he may see himself more clearly than before.
 - b. Most people with personality adjustment problems do not really know what they want.
 - (1) These people should be drawn out with a few well-chosen questions in order to help them place their most important wants at the top.
 - (2) Mental adjustment depends more upon knowing what you want than in getting what you want.

IV. Adjusting our personality to that of others

- A. Keep a healthy body and mind.
- B. Know your own family background.
- C. Know where you have your main sense of belonging.
- D. Feel that your work is important.
- E. Have fun on the job and off the job.
- F. Find a little more experimental way of living and working.

V. Statements resulting from discussion by the group.

- A. In trying situations, a sense of humor is necessary.
- B. Outside interests are necessary for a broader perspective.
- C. The compulsive neurotic feels that he must always work harder than anyone else to justify his existence.
- D. Aggression arises out of frustration.
- E. Generally, the person who needs love the most, is the hardest to love.
- F. The person who has held but one job usually feels less secure on the job than the person who has had several jobs.
- G. The difference between men and women in business is in their training; not in their physiological or biological aspects.

VI. Bibliography

- A. Morgan, J. J.: **Strategy in Handling People.**
- B. Travers and Baruch: **Personal Problems of Everyday Living.**
- C. Walton: **Supervision.**

Lecture by Dr. Karl W. Bigelow, Professor of Education

The Secretary and Human Relations

June 27, 1945

- I. The success of a school depends largely upon the human relationships that exist within that school.

- A. The school is a human enterprise, not a machine.
- B. The school secretary is in a strategic position to:
 - 1. Gain insight into the human relations that exist in that enterprise.
 - 2. Do things that will have a favorable influence upon those human relationships.
 - a. Internal relationships with students and teachers.
 - b. External relationships with parents and the general public.
- II. The study made in the Hawthorne plant of the Western Electric Company
 - A. This study showed the importance of human relations in a working situation.
 - 1. In an experiment with groups of workers to see what conditions caused production to increase, an element was found that had been overlooked: The element of human relations. When a group of workers were told about the project at the beginning and asked to co-operate, their morale improved, their work improved and their production improved.
 - 2. Three factors of human relations which affect the worker.
 - a. Opportunity to participate in directing and influencing a situation.
 - b. Loyalties of workers among themselves; the differences which arise among members of a group.
 - c. The influence of the home situation.
- III. The physical side of human relations
 - A. Health.
 - B. Personal appearance.
 - C. Culture.
 - D. Energy output.
 - E. Morals.
- IV. Personal affectional relations
 - A. The need for feeling important to someone is universal.
 - B. The way in which we behave in our working situation is very much influenced by the feeling of security we have or do not have, and is also much affected by the personal affectional relations we have outside the working situation.
- V. Status—Where you stand on the ladder of success in relation to others.
 - A. The star of attraction.
 - B. The star of rejection.
 - C. The isolates.
 - D. All others.
- VI. Status assignment
 - A. We must feel the roles we occupy.
- VII. Frustration.
 - A. All of us experience some kind of frustration.
 - B. The two reactions to frustration:
 - 1. Attempt to escape.
 - 2. Aggression.
- VIII. Human relations cannot be handled by any "rule of thumb."

**Lecture by Dr. Eduard Lindeman, Eminent Sociologist
at Columbia University**

June 27, 1945

- I. What are we going to do about peace?
 - A. We should back our ideals with action.
 1. Vote for a free-trade agreement on certain commodities. A small loss to a few people would result; but this would be nothing compared to the cost of war.
 2. Request an opportunity to examine, in the light of our immigration laws, the sixteen million stateless people and volunteer to take our share. We cannot hope for peace when, through our immigration laws, we say there are certain people in the world so inferior to us they may not become American citizens.
 3. The racial problem.
 - a. The white race is in the minority. Others outnumber us in the ratio of three to one.
 - b. Peace cannot be had without race equality.
 - (1) There is no justification in science or religion for race inequality.
 - (2) Biologically, the races are already intermixed.
 - c. The three viewpoints on the race problem:
 - (1) The perfectionist's—leads to disillusionment.
 - (2) The pessimist's.
 - (3) The practical man's—wants his ideals to bear some relationship to his acts.
 - d. Our eyes must be idealistic, but our feet must be realistic. We must walk in the right direction, but we must walk step by step.

Lecture by Dr. John K. Norton, Professor of Education

**How the Work of the School Secretary Relates to
Education on State and National Levels** June 28, 1945

- I. The material that secretaries gather and compile is the very bases for educational procedure. When filling out a questionnaire, keep in mind that it is hard work, but if the information were not reported, the whole enterprise we call public education would be affected.
 - A. Basis for state and federal budgets. Education in the United States is a two and one-half billion dollar enterprise.
 - B. Basis of personnel accounting.
 - C. Basis of educational policies.
 - D. Basis for educational research.
 - E. Basis for illiteracy control.
- II. Contacts with the public are very important. The work in a school system is primarily controlled by the people.
- III. In our land of "equal opportunity," the following conditions exist:
 - A. Many children are being denied an educational opportunity; many are getting a very meager opportunity because in some areas there are more children to educate. The last federal census showed that 3,000,000 adults had never attended any kind of a school; 10,000,000 persons of ages beyond childhood had not finished more than the fourth grade; 2,000,000 youngsters from six to fifteen were not in school.

- B. This is happening because there is less wealth per child in some areas with which to educate.
 - 1. 38,000 children who had less than \$100 per year per class.
 - 2. 19,947 children who had as much as \$6,000 per year per class.
- C. In those areas that are rich in children and poor in wealth, an earnest effort is being made to educate them, but this is not enough to offset the lack of financial backing.

IV. Federal aid to education

- A. Federal aid without close control is recommended.
- B. Many bills on federal aid are now pending in Congress.

V. The G. I. Bill of Rights

- A. The administration should be less centralized and be made more of a local problem.

**Lecture by Dr. Alexander J. Stoddard, Superintendent of Schools,
Philadelphia, Pa.**

Professional Status of the Secretary

June 28, 1945

- I. Future extension and expansion of the educational program by:
 - A. Taking in a larger age group.
 - B. An expanded adult-education program.
 - C. Greater use of community resources.
 - D. Better school-community relations.
 - 1. The integration of the interests of the school and community.
 - 2. By taking the services of the schools into the community.
 - 3. The exploitation of the citizens of the community for the benefit of those who serve in the schools.
 - 4. Exploitation of the business resources in as business-like manner as possible.
 - E. Education for all American youth. A larger counseling system for all levels and in all phases to help pupils choose more carefully.
 - F. The professionalization of the school secretary by:
 - 1. More careful selection.
 - 2. Pre-service training.
 - a. In college.
 - b. On the job.
 - 3. In-service training.
 - 4. Special supervision.
 - 5. State certification.

Resources of the College

- I. A visit to the Placement Bureau
- II. A visit to the Stenographic Service Bureau and a demonstration of the various machines used such as the multilith, the electro-matic typewriter, the mimeograph, the varitypewriter.
- III. A visit to the Bureau of Publications and Research
- IV. A visit to the Guidance Laboratory

Lecture by Dr. Edward S. Evenden, Professor of Education

Secretary's Relationship to Educational Program June 29, 1945

- I. Next to the teachers, the secretary will come in direct contact with more pupils, parents and members of the general public.
- II. Three conditions must be met in order to make contributions to the educational program.
 - A. A desire to make contributions.
 - B. A knowledge of the total educational program.
 - C. The skills and knowledges necessary to make such contributions.
- III. Professionalization of the position of school secretary.
 - A. It is not the purpose of the secretary to replace or substitute for the principal, supervisor, teacher, custodian, etc.
 - B. The work of the secretary is more administrative than it is instructional.
 - C. The duties ordinarily associated with the term secretary are necessarily important; these should be thought of in terms of the entire school system rather than as services to the principal.
 - D. Routine duties seeming minor in themselves which in the total make a great difference in the smooth functioning of the schools.
 - E. Training.
 1. Pre-service—To gain necessary skills.
 2. In-service—Most of the efficiency in a school secretary comes in knowing the school system and its personnel.
 - F. Methods of Professionalization
 1. Do not be a clock watcher.
 2. Learn and understand new terms.
 3. Read professional educational magazines and books.
 4. Prepare a file of clippings relative to the educational program.
 5. Become familiar with all the educational policies of the schools and the principals within your area.
 6. Know the special services offered by your community.

In addition to the educational benefits derived from the lectures given as a formal part of the workshop, much pleasure and useful information was gained from the more or less social functions planned for the group:

- I. A visit to the Iceland Restaurant for a wonderful smorgasbord dinner and floor-show entertainment
- II. How People Live:
 - A. A streetcar ride through Harlem.
 - B. A trip through the slum area where thousands of people live in a small area in poverty, dirt and foul air.
 - C. A trip through a model federal housing project.
- III. A trip to China Town:
 - A. A visit to the Chinese shops.
 - B. A Chinese dinner at the Port Arthur Restaurant.
 - C. A lecture on "Co-operatives" by Miss Helen Topping.
 - D. A visit to a Chinese home room.

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- E. A lecture on the Chinese opera by Dr. Poy Lee, head of the Chinese Opera Company.
- F. A Chinese opera, "Spring's Heartache at the Jade Pavilion."

IV. A sunset trip by ferry to Staten Island past the Statue of Liberty

V. A lecture on "Radio in Education" by Mrs. Corwith, executive director under Dr. James Rowland Angel, at the National Broadcasting Company's studios

VI. A radio broadcast. The first group ever to be permitted in the studio during the actual broadcasting of Mr. District Attorney.

Lecture by Dr. Roma Gans, Professor of Education

Secretary in A Guidance Role

June 29, 1945

- I. The secretary in the role of guidance counselor.
 - A. Admitting new pupils.
 - B. Getting excuses for absence and tardiness.
 - C. Interpretation of information gathered from pupils, using knowledge of family background, school behavior, etc.
- II. The secretary moves quickly from one job to another.
 - A. Trouble shooter for the school.
 - B. Keeps teachers and students from administrator while they are in an angry mood.
 - C. Advisor to students and teachers who seek her personal advice.
 - D. Passes along information to help teachers in their work.
- III. The secretary must know how it feels to be in the other person's place.
- IV. The secretaries are emotionally expansive people. Have the capacity to like lots of people.
- V. The secretary must evaluate her position as being better done if all parties concerned are happy.
- VI. Secretaries do not belong to any particular group of the personnel of the school system.
- VII. If the function of guidance is so inherent in the secretary's work she should have an opportunity of getting more help along that line.
- VIII. Radio City Music Hall
 - A. A motion picture, "The Valley of Decision."
 - B. A stage show featuring the famous Radio City Rockettes.

The stage has been set for real progress toward our goal. It is now the duty of every school secretary to prove to her administrator the importance of the work of school secretaries and the benefits to be gained from the professionalization of the group through pre-service training, in-service training and state certification.

Cross-Country Section Comments About Workshop

I found the School Secretaries Workshop at Columbia University this summer most interesting and helpful. We are making plans to organize our own Oklahoma City School Secretaries into a professional group to meet once each month. At these meetings our administrative officers will discuss general policies of the school system.

Sarah R. Bottoms,
Secretary to the Superintendent,
Oklahoma City Public Schools,
Oklahoma City, Oklahoma

Attending Columbia's Workshop will be a life-long remembrance. It was an inspiration, a challenge, a fulfillment of a 10-year dream of mine—professional recognition. I believe our 1945 workshop membership will, one day, be considered "pioneers" of formalized training programs for school secretaries. Let us recognize this beginning; let us not fail by standing still.

Merle M. Carlin,
Clinton, Indiana

The Columbia Workshop, while intensive, was the most interesting and stimulating experience I have ever had. The subjects were fitting and pertinent. They were well planned by fine educators who discussed human relation problems and their possible solutions. It was a great privilege to be permitted to take advantage of this opportunity.

Anne D. Coll,
Division of Music Education,
Board of Education,
Philadelphia, Penna.

The Workshop at Columbia University consisted of one week completely filled with educational lectures, discussions, field trips, social contacts, and entertainment covering every phase of the secretary's work. Those interested in personal, professional improvement, higher ideals, and modern trends acquired the inspiration and foresight from a most excellently prepared program.

Mary M. Coyle,
Department of Public Instruction,
Lansing, Michigan.

The lectures at Columbia on various subjects including skills, personality adjustment, human relations, relationship to education were all excellent and very similar to our own Los Angeles institute lectures.

Maneuvering a group of approximately 170 people about the city of New York for the extra curricular activities was a difficult matter successfully accomplished.

Hazel Donald,
Los Angeles City Board of Education,
WEST AREA,
970 N. Hammond Street,
Los Angeles 46, California.
(Office of the Associate Assistant
Superintendent—West Area)

I wish all school secretaries could have had the benefit of attending the workshop at Columbia. It was a most stimulating experience. Louise Henderson and Dr. Elsbree deserves much credit for the smooth functioning of the excellent program and social events planned for the workshop. Workshops of this kind as they become established will answer a long-felt need for specialized training for school secretaries.

Agnes Hansen,
Cedar Falls Public Schools,
Cedar Falls, Iowa.

The Workshop for School Secretaries at Columbia University was outstanding in every respect. The educational and social background of the school secretary was considerably enriched by the diversified activities included in the course. Association, to, with others in the secretarial field resulted in many lasting friendships.

E. Bernice Hourihan,
School Department,
Peabody, Massachusetts.

The Columbia Workshop program provided a wide variety of features, all interesting, enjoyable, and stimulating. The response from School Secretaries from all parts of the Nation exceeded expectations by a wide margin. In my opinion this response indicates an earnest desire on part of school secretaries for provision in college curriculums for courses

which will satisfy their need for organized training in their particular field.

Esther D. Lawrie,
Welfare Department,
Milwaukee, Wisconsin.

"Success: the ability to be self-sustaining; the practice of making others happy; the power to win and hold the respect of society; the joy in just being alive."

Check the above elements as the conspicuous achievements of the first Secretarial Workshop. The fine spirit of true congeniality working toward the common goal—success—marked the "Course of the Summer" for school secretaries from twenty-nine states of the Union.

(Mrs.) Pauline A. Meyers, Secretary,
ELEANOR McMAIN HIGH SCHOOL,
New Orleans, La.

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EXECUTIVE BOARD MEETING

NEW YORK CITY

June 30 to July 2, 1945

By Grace B. Holt

Government restrictions on travel prevented the holding of a convention again this year, so an annual meeting of the Executive Board of the National Association of School Secretaries was held in New York City June 30, July 1 and 2, immediately following the Workshop at Columbia University. The Headquarters was located at the Wellington Hotel.

Each day was filled to capacity with business concerning the welfare of the Association with very little time for recreation except perhaps a show or two and a boat trip around Manhattan Island taken by some of the girls. And was it hot in New York! We all left streams of perspiration in our wake and some even had to partially disrobe in order to stand the extreme temperatures.

Eleanor Dearden, Vice President, presided at the Executive Board meetings in the absence of the President.

Those in attendance were Eleanor Dearden, Vice-President; Louise Henderson, President Emeritus; Betty Zimmermann, Junior Past President; Katherine Mitchell, Vice-President; Belle Kuehny, Vice-President; Sara Milner, Corresponding Secretary; Mildred Farner, Recording Secretary; Edna Atkinson, Treasurer; Grace B. Holt, Florence Garretson, and Mary Bowers, Executive Board Members.

The first order of business was the reading of the minutes of the meeting held in Pittsburgh last year, and Millie was given a "citation" for the splendid manner in which they were presented. The Treasurer's report was then made by Edna Atkinson.

Florence Garretson gave an interesting report on the Professional

Study which was started several years ago. The tabulation which she has made on the qualifications for initial employment of school secretaries, from the points of view of the superintendent and of the school secretary, taken from questionnaires sent out last fall by Flo, proved to be very interesting and informative.

The work of Affiliation, which has been so ably handled by our outgoing Vice-President, Eleanor Dearden, for the past several years, has been assigned to Mildred Farner. Mildred will also be in charge of nominations for next year. Belle Kuehny will again be in charge of membership and Florence Garretson will continue with the Professional Study. Katherine Mitchell, who has done such a splendid job as Editor of the "National Secretary," will again be responsible for that publication.

Alice Teagarden had her lovely scrap book on display. She has done a beautiful piece of work as Historian of the Association and all of those who purused the pages of this beautiful book termed it a masterpiece.

Betty Zimmermann, Chairman of the Election Committee, announced the results of the election, as follows:

Mildred Farner, First Vice-President; Belle Kuehny, Third Vice-President; Grace B. Holt, Recording Secretary; Catherine Crawley and Catherine Daly, Executive Board Members.

These elections are for a period of two years.

Belle Kuehny told us that the membership of the Association had been maintained despite the continued change in personnel. She said there are now 1,289 members in the Association, with no duplications.

Margaret Kernan was offered a contract as advertising solicitor for

the "National Secretary" and a vote of commendation was given her for the splendid work she has done on advertising in the past.

Cameron and Cora Beck were honor guests at a luncheon held at Longchamps in the Empire State Building by members of the Executive Board. Cameron, you know, is the "Goodwill Ambassador" of our Association and those of you who know him realize what a great inspiration and help he has been in the development and growth of the NASS.

A few of the girls found time to do a little shopping and some visited the Empire State Building, Rockefeller Center, Radio City Music Hall, and other points of interest.

There were a number of social activities planned in connection with the Workshop at Columbia and many happy evenings were spent, but that is another story and will appear on other pages of this magazine.

Many close friendships are formed at our annual meetings and all have sad faces and there are sometimes tears when the hour of parting arrives. These "school secretaries" have a way about them that creates fun, laughter, comaderie, and a great and lasting friendship. We just can't end our meetings abruptly, and so Belle and I proceeded to Chicago and out to Oak Park to Edna's Dew Drop Inn Hotel. There we held a "post convention" session and I am sure that the Executive Board members have received their first Round Robin letter long e're this. Some serious business was taken care of, too. (Let me tell you a secret! Edna surely is a champion when it comes to roasting duck.)

Adios to all of you and the best luck until another year rolls around.

A DREAM!

If I could buy a dream
Down at the corner store
What kind of a dream would it be,
Just what kind could you ask
for?

I asked three men this question,
For I was trying to find,
The one big thing men wanted
Which was common to all man-kind.

The first one wanted money,
He needed so many things;
He wanted solid comfort,
The kind that money brings.

The second one wanted love,
With peace, contentment and
such,
He said he dreamed of it often—
But it was always beyond his
touch.

The third man wanted health,
Freedom from physical pain,
Strength and joy in living;
These he would attain.

I found the things men wanted;
The one thing held in each dream,
Money—Love—Health spells Security,
That was their dream supreme.
—Jerry.

THE VISION

"Build thee beautifully O America
With marble that shall chart the
highway of the winds
With towers that shall know the
majesty of dawns and the twi-lights benediction.
But remember O America to build
thy Soul
Beyond the marble
Beyond the towers
And into Truth
For dust shall the marble and
towers be
The vision shall outlive the steel
and stone."

—Author Unknown.

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Desirable Qualifications for School Secretaries

Report Based on Replies Received from
Questionnaires Sent to School Administrators
Throughout the United States

Members of Committee Preparing the Report

FLO GARRETSON, Scotch Plains Public Schools
Scotch Plains, New Jersey—Chairman

HELEN H. BINGHAM, Los Angeles Public Schools
Los Angeles, California

ELEANOR M. DEARDEN, Springfield Public Schools
Springfield, Massachusetts

VIRGINIA A. HALSEY, Montclair Public Schools
Montclair, New Jersey

INTRODUCTION

The National Association of School Secretaries has long recognized the need for additional study of the basic and desirable qualifications for school secretaries as a prerequisite to establishing standards.

As an initial step, a survey on the training, experience, duties, and status of school secretaries was made among the members of the association. The tabulation of this survey appeared in the May, 1944 issue of *The National Secretary*. In September, 1944, a similar questionnaire was sent to school administrators throughout the country to ascertain their opinions on desirable traits, educational background, and suitable professional courses for school secretaries. The present article includes pertinent data evolved from a summary of these questionnaires.

The questionnaires were sent to all communities of 10,000 population or above as listed in the 1940 census. Questionnaires were also sent to communities that were members of the Metropolitan School Study Council regardless of their population range. The replies listed in Table I under the Middle Atlantic States as having a population under 10,000 are from this particular group.

The term "secretary" as used in this study applies to all persons employed in all types of clerical or secretarial positions in school systems.

The Research Committee has found an invaluable aid in the book *The Personal Secretary* by Frederick G. Nichols and has followed the pattern used in this book in the compilation of certain of the tables and interpretation of the data.

The Committee wishes to acknowledge with gratitude the advice given by the president and members of the executive board of the National Association of School Secretaries and to acknowledge with especial gratitude and appreciation the suggestions given by Dr. Frank W. Hubbard and Dr. Hazel Davis of the Research Division of the National Education Association and Dr. Willard Elsbree of Teachers College, Columbia University.

DISTRIBUTION OF QUESTIONNAIRE REPLIES

Six Hundred and Fourteen replies were received from the one thousand ninety-six questionnaires sent out. The replies include every state in the union with the exception of Nevada. Therefore, the data are fairly representative of all sections of the country and also of the various population groups. Each reply represents a separate community.

The regional grouping used is the one followed by the Research Division of the National Education Association in its statistical tables and was also used in the summary of questionnaires from secretaries. Table I gives distribution of the replies by regions and population groups.

TABLE 1

NUMBER OF REPLIES FROM SCHOOL ADMINISTRATORS BY REGIONS* AND POPULATION GROUPS

Regions	Under 10,000	10,000 30,000	Population Groups				Totals
			30,000 100,000	100,000 200,000	Over 200,000		
New England		55	17	5	2	79	
Middle Atlantic States	12	116	34	8	5	175	
Southeast		43	14	4	2	63	
Middle States		119	49	6	8	182	
Southwest		26	7	..	2	35	
Northwest		29	3	..	1	33	
Far West		31	11	2	3	47	
Total	12	419	135	25	23	614	

* The Regional grouping follows the grouping used in the National Educational Association Research Bulletin No. 1, Volume XVII, January, 1940; and is as follows: New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; Middle Atlantic: Delaware, Maryland, New Jersey, New York, Pennsylvania, West Virginia, and District of Columbia (not included in N.E.A. study mentioned); Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia; Middle States: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin; Southwest: Arizona, New Mexico, Oklahoma, and Texas; Northwest: Colorado, Idaho, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming; Far West: California, Nevada, Oregon, and Washington.

Table 2 shows the percentage of replies by regions of the country in comparison with the percentage distribution of the total population in the country in these regions. With the exception of the Southeast which has an under representation, all regions have a fair proportion of representation in the replies.

TABLE 2

PERCENTAGE OF REPLIES TO SECRETARIES' AND ADMINISTRATORS' QUESTIONNAIRES COMPARED WITH DISTRIBUTION OF UNITED STATES POPULATION

Region	Percentage of Entire Population	Percentage of Secretaries' Replies	Percentage of Administrators' Replies
New England	6.4	6.4	12.9
Middle Atlantic States	24.5	27.8	28.5
Southeast	21.5	6.8	10.3
Middle States	27.1	35.4	29.6
Southwest	7.4	4.5	5.7
Northwest	5.6	11.1	5.4
Far West	7.5	8.0	7.7
Total	100.0	100.0	100.0

In ranking the various character traits, administrators were asked to indicate the importance of the trait by giving a value of 1, 2, or 3 to the trait. Table 3 shows the traits ranked in importance according to frequency of mention in columns 1, 2, and 3.

TABLE 3
LIST OF TRAITS RANKED IN IMPORTANCE ACCORDING TO
FREQUENCY OF MENTION BY ADMINISTRATORS

Traits	Column 1 Frequency of Mention	Rank	Column 2 Frequency of Mention	Rank	Column 3 Frequency of Mention	Rank
Accuracy	593	1	20	25	1	25
Alertness	424	11	173	15	17	16
Ambition	237	22	283	7	94	2
Concentration	332	17	248	10	34	10 1/2
Cooperation	583	2	29	24	2	23 1/2
Courtesy	570	4	42	22	2	23 1/2
Discretion	507	8	87	20	20	15
Enthusiasm	228	23	320	1	66	6
Executive Ability	227	24	307	2	80	5
General Efficiency	489	9	121	17	4	21
General Personality	397	12 1/2	196	12	21	14
Independence	129	25	293	3	192	1
Initiative	337	15	249	9	28	13
Intelligence	471	10	139	16	4	21
Judgment	510	7	100	18	4	21
Loyalty	571	3	37	23	6	18
Memory	290	18	271	8	53	8
Organizing Ability	243	20	284	6	87	4
Perseverance	266	19	291	4	57	7
Poise	388	14	195	13	31	12
Resourcefulness	335	16	239	11	40	9
Responsibility	513	6	92	19	8	17
System	397	12 1/2	183	14	34	10 1/2
Tact	533	5	76	21	5	19
Versatility	239	21	286	5	89	3

It is interesting to note that in such characteristics as accuracy, cooperativeness, loyalty, courtesy, and tact, there is a decided unanimity of opinion among the administrators. The trait on which there was the widest disagreement was "independence." This divergence of opinion may be due partly to the connotation of this word which causes this trait to be considered by some people as a negative attribute rather than a positive one.

These qualities which have universality are ranked as of primary importance by administrators while those qualities which are needed only in the more highly specialized positions are ranked as relatively important. This clearly indicates that administrators have answered this questionnaire with all positions in the school system in mind and not particularly those positions which require higher skills and specific qualities of character. Table 4 shows the various traits grouped according to importance as ranked by school administrators.

TABLE 4
TRAITS GROUPED ACCORDING TO IMPORTANCE AS RANKED BY
ADMINISTRATORS

Primary	RELATIVELY IMPORTANT		RELATIVELY UNIMPORTANT*
	Secondary	Primary	
Accuracy	Alertness	Enthusiasm	
Cooperation	General Personality	Executive Ability	
Loyalty	System	Independence	
Courtesy	Poise	Perseverance	
Tact	Initiative	Versatility	
Responsibility	Resourcefulness	Organizing Ability	
Judgment	Concentration	Ambition	
Discretion	Memory		
General Efficiency			
Intelligence			

* Note: All traits were listed of "lesser importance" by some administrators but a majority in each case rated each trait either in column 1 or column 2.

An analysis of the replies to the amount of training considered essential and desirable has been somewhat difficult. Despite an attempt to be all inclusive in suggested combinations of training, administrators in several instances checked more than one item in a column thus requiring certain arbitrary interpretations in summarizing the results.

Table 5 indicates the replies concerning the amount of training considered essential and desirable by school administrators for positions of lesser and greater responsibility.

TABLE 5
AMOUNT OF TRAINING CONSIDERED ESSENTIAL AND DESIRABLE FOR SECRETARIES AS
RANKED BY ADMINISTRATORS

AMOUNT OF TRAINING	LESS RESPONSIBLE POSITION			MORE RESPONSIBLE POSITION		
	Essential Frequency of Mention	Desirable Frequency of Mention	Essential Frequency of Mention	Desirable Frequency of Mention	Rank	Rank
High School	121	2	**	44	7	**
High School with Stenographic Course	374	1	33	189	1	6
One Year of Business School	64	3	116	95	2	10
One Year of College	13	4	26	22	9	13
Two Years of Business School	10	6	48	61	3	25
Two Years of College	8	7	43	52	4	21
One Year of College and One Year of Business School	11	5	51	47	5 1/2	25
Two Years of College and Two Years of Business School	2	8 1/2	36	6	8	8 1/2
Four Years of College	2	8 1/2	145	1	47	5 1/2
					327	1

An attempt has been made to make comparisons with similar replies made by school secretaries. Unfortunately, the earlier questionnaire sent to school secretaries asked only for opinions on essential training for all school secretaries and did not differentiate between positions of lesser or greater responsibility. Therefore, in Table 6 a comparison is presented between the amount of training considered essential for all school secretaries by secretaries and the amount of training considered essential for secretaries in positions of lesser responsibility by school administrators. From this table it will be seen there are differences of opinion as to the type of training needed for school secretaries as seen by these secretaries themselves and by school administrators.

TABLE 6
COMPARISON OF AMOUNT OF TRAINING CONSIDERED
ESSENTIAL FOR SECRETARIES RANKED ACCORDING TO
FREQUENCY OF MENTION

Number of Years of Training	Rank by Secretaries	Rank by Administrators
High School	1*	2
High School with Stenographic Course	1
One Year Business School	7	3
One Year College	6	4
Two Years Business School	2	6
Two Years of College	3	7
One Year of Business School and One Year of College	5
Two Years of Business School and Two Years of College	4	8½
Four Years of College	5	8½

* On the school secretaries' questionnaire there was only one item for high school training, therefore, this item is checked under high school.

In Table 7 is presented a summary of the replies of administrators concerning the importance of various courses. The answers have been given a value of 1, 2, or 3 according to the importance of the course in the opinion of administrators.

TABLE 7
DESIRABLE COURSES FOR SECRETARIES RANKED ACCORDING
TO FREQUENCY OF MENTION BY ADMINISTRATORS

Courses	Column 1		Column 2		Column 3	
	Frequency of Mention	Rank	Frequency of Mention	Rank	Frequency of Mention	Rank
1. Courses designated as Secretarial, Business or Commercial	589	1	12	20	6	19
2. Psychology—Educational	105	8	255	4	244	14
3. English—Grammar, Punctuation, Spelling, Editing, Letterwriting, Journalism, Speech	588	2	14	19	5	20
4. Cultural Subjects—English Literature, Languages, Science, Economics, Sociology, Philosophy	147	5	325	1	132	17
5. Fundamentals of Education—History, Philosophy, Principles, Theory, and School Law	72	10	252	5	280	11
6. Mathematics—Statistics, Finance, and School Accounting	324	3	220	8	63	18
7. Guidance—Counseling and Discipline	41	15	216	9	346	8
8. First Aid	51	13	170	14	383	5
9. Health (Hygiene and Physiology)	62	11 ½	211	12	331	9
10. Tests and Measurements	50	14	246	6	307	10
11. Mental Hygiene	84	9	259	2	260	12
12. Budget Making	220	4	215	10 ½	168	16
13. Curriculum	34	16	169	15	400	4
14. Social Service	20	17	224	7	359	6
15. Schedule Making	131	6	215	10 ½	257	13
16. Library Science	17	19	153	16	433	3
17. Textbook Selection	19	18	111	18	473	1
18. Publicity	124	7	258	3	221	15
19. Parent Education	62	11 ½	194	13	347	7
20. Recreational Leadership	13	20	128	17	462	2

It will be seen that in certain fundamental courses there is agreement among educational administrators indicating a universal need of knowledge in these fields. But in others, there is a wide diversity of opinion as to the necessity of knowledge along certain specialized lines. This indicates that the need for these courses is limited to particular local situations or individuals.

Table 8 shows the courses grouped according to relative importance on the basis of frequency of mention by school administrators.

TABLE 8
COURSES GROUPED ACCORDING TO IMPORTANCE AS RANKED BY ADMINISTRATORS

RELATIVELY IMPORTANT			
Primary	Mathematics	Cultural Subjects	Secondary
Secretarial	Budget Making	Mental Hygiene	Publicity
RELATIVELY UNIMPORTANT**			
Schedule Making		Social Service	
Fundamentals of Education		First Aid	
Tests and Measurements		Curriculum Making	
Health		Library Science	
Guidance		Recreational Leadership	
Parent Education		Textbook Selection	

** Note: All courses were listed of "lesser importance" by some administrators but a majority in each case rated each course either in column 1 or column 2.

A comparison of the replies of school secretaries as to the desirability for certain courses shows general agreement with school administrators on such fundamental courses as secretarial subjects, English grammar, mathematics, psychology, and general cultural subjects. But in the need for specialized knowledge, there is a wide range of opinion.

Table 9 presents the courses ranked in importance by school secretaries compared with the same courses ranked in importance by school administrators. From the importance given to certain courses by school administrators can be discerned functions of school secretaries which the administrators consider important and which in certain instances have been considered relatively unimportant by secretaries.

TABLE 9
COMPARISON OF RANKS GIVEN COURSES CONSIDERED DESIRABLE FOR SECRETARIES

Courses	Rank by Secretaries	Rank by Administrators
Secretarial	1	1
Psychology	2	8
English Grammar	3	2
Cultural Subjects	4	5
Fundamentals of Education	5	10
Mathematics	6	3
Guidance	7	15
First Aid	8	13
Health	9	11 1/2
Tests and Measurements	10	14
Mental Hygiene	11	9
Budget Making	12	4
Curriculum Making	12	16
Social Service	12	17
Schedule Making	15	6
Library Science	16 1/2	19
Textbook Selection	16 1/2	18
Publicity	18	7
Parent Education	19 1/2	11 1/2
Recreational Leadership	19 1/2	20

Table 10 shows a comparison of the relative importance of courses as ranked by secretaries and by administrators grouped as relatively important or relatively unimportant.

TABLE 10
RELATIVE IMPORTANCE OF COURSES CONSIDERED DESIRABLE FOR SECRETARIES

Ranked by Administrators	RELATIVELY IMPORTANT		RELATIVELY UNIMPORTANT	
	Ranked by Secretaries	Ranked by Administrators	Ranked by Administrators	Ranked by Secretaries
Secretarial	Secretarial	Fund. of Education	Cultural Subjects	Health
English Grammar	Psychology	Mathematics	Mental Hygiene	Tests and Measurements
Mathematics	English Grammar	Guidance	Publicity	Mental Hygiene
Budget Making	Cultural Subjects	First Aid	Psychology	Budget Making
				Curriculum Making
				Social Service
				Schedule Making
				First Aid
				Social Service
				Library Science
				Textbook Selection
				Curriculum Making
				Publicity
				Parent Education
				Recreational Leadership
				Textbook Selection

In the matter of certification, the answers of the administrators correlate closely with their replies to the question of training for school secretaries. Herewith is presented the answers of administrators to this question compared with the answers of secretaries to the same question.

TABLE 11
CERTIFICATE FOR SCHOOL SECRETARIES

Question	Secretaries' Replies Number	Secretaries' Replies Percent	Administrator's Replies Number	Administrator's Replies Percent
Do you favor certification for school secretaries?				
Yes	267	46.3	245	40.0
No	102	17.7	303	49.0
Gave no opinion or opinion unclassified	207	36.9	66	11.0

It is apparent from the replies to this question on certification that the initial step in certification must be a clarification of the term as it affects school secretaries. Certification implies teacher training to many administrators and administrators have indicated that they do not desire secretaries with training comparable to teachers. The indecision of many secretaries on this question is also due to a lack of clear understanding of what certification for secretaries involves.

It is interesting to note that 245 administrators have answered favorably concerning certification. These replies came largely from the Middle Atlantic and Middle States where conditions of employment are favorable and where much work has already been done in working toward certification. Certification is a future objective with further professional training planned in working toward that goal.

SUMMARY

Certain specific data have been revealed by the analysis of these questionnaires from school administrators which should serve as a guide in any immediate program planned by school secretaries for professional improvement of their group. A definite relationship is shown between the character traits which school administrators consider desirable for school secretaries and the type of educational courses considered important for background.

School administrators believe that a combination of college and business school training is the most desirable preparation for school secretaries but if only one is possible, it should be business school rather than the academic college.

The importance given to certain courses by school administrators clearly indicates that certain types of work are considered the functions of school secretaries and that training along these specialized lines would aid in their efficiency. Publicity is one course ranked much higher by administrators than by secretaries, administrators giving it a rank of 7 while secretaries ranked it 18th. Two other courses ranked high by administrators are mental hygiene and budget making. The question of certification is still in a nebulous state and needs definite clarification before any concerted action is taken concerning it.

CONCLUSIONS

The following conclusions may be drawn from an analysis of the summary of the questionnaires as submitted by school administrators in comparison with an analysis of the summary of questionnaires submitted by school secretaries:

1. Administrators have clearly indicated that the focal point in any program for professional improvement should be training essential for all school secretaries and not for those highly specialized positions peculiar to local situations.
2. The scope of the school secretary's responsibility should be clearly defined and any courses planned for general professional improvement of school secretaries should be kept within the framework of those functions.
3. Administrators are interested in having secretaries trained to assist them in certain administrative functions such as budget making, but are not in-

terested in having them trained in functions which should be in the hands of the teaching personnel or other specialized services.

4. Courses in curriculum making, tests and measurements, library science, etc., should not be included in any general program, except as an elective, but should be reserved for those individuals whose local situations indicate such knowledge would be advantageous.
5. Certification is a future objective. There should be a clarification of the term "certification" as it affects school secretaries.

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LISTENING-IN

Most of us are still rubbing our eyes, completely unable to believe that the month of August was not a horrific and miraculous dream. The weight of the war still is upon us, but gradually we can throw it off and look ahead eagerly to a peace that will be worth the sacrifices of the past ghastly years. The body of school secretaries the country over has probably suffered in loss of personnel and lowering of morale as acutely as any group of workers. Now, at last, we can look to our professional standards and promise ourselves and our employers an increase in efficiency and a coordinated planning of future achievement. A summer convention most certainly looms ahead with its renewal of old friendships, its promise of new ones, its inspiration, and its fun. In the meantime, let's inject new enthusiasm into our local groups. Let's give other associations the benefit of our new ideas and activities! Send all items of interest to your

Listening-In Editor
whose address is still 440 East First South, Salt Lake City, 2, Utah.

Apparently the summer in Maine is so lovely that it fills the secretaries up there with boundless pep, for the editor of the bulletin of the



Anne J. Critchlow

Maine School Secretaries Association managed to put out a bulletin in July! (But I'll let you in on a secret! The "secretaries" were "secreataries" in July, so perhaps even Maine can drop to a low ebb in that month!) Three secretaries from Maine were able to attend the Columbia University Workshop in June. From Houlton, Mrs. Pauline Fitzpatrick and Miss Winnifred Miller. From Saco, Miss G. Ethel Peck. A brief report of the conference was given in the bulletin—enough to inspire all Maine girls to save their pennies for a similar conference to be held somewhere, somewhere.

A bit of news from the Maine Bulletin will interest many school secretaries, i.e., Maine has abolished the "old bugbear of School Census."

News flash from Arizona. Mrs. Grace B. Holt, recently elected Recording Secretary of the NASS, has just received word that she has been awarded first prize again this year for the best series of radio programs by Business and Professional Women in the United States. She has won two years in succession and four times in eight years of competition. The judges last year were from the National Broadcasting Company. This year the judges were from the Columbia Broadcasting Company.

The news of the death of Helene Maulick, Atlantic City, New Jersey, May 1st, will shock and sadden many members of the National As-

sociation. Many of us had not known her well enough to know of her illness. But we remember her sweetness of manner, her generosity of spirit, and wisdom, and efficiency. Helene was long connected with the association and gave time and energy to its development. Our sympathy goes to her relatives and co-workers. Their loss is ours.

The Indiana School Secretaries (they've been meeting annually since 1925!) are working on plans to set up standards for the group which will lead to certification for school secretaries. At the annual meeting in Indianapolis last October Dean William Bail of Butler University told them that the school secretary did 889 distinctive and separate jobs! (Whew! I believe it, but I guess that's the reason I've never had to count them!)

A non-teaching employee retirement bill was passed in the spring by the Hoosier legislature. We trust the secretaries were included in that bill.

It is reported, also, that a workshop idea, based upon the plan of the Columbia University workshop, was being worked out with Purdue University for the Indiana secretaries during the summer. Perhaps Merle M. Carlin, of Clinton, Indiana, will be kind enough to send a report of this workshop for the next issue. Mary E. Bowers, Leona Brocksmith, and Merle Carlin planned to attend the Columbia workshop.

And now a shock for us who read the NATIONAL SECRETARY from "civer to civer!" But, thank Heaven, we won't be affected for another year! Our Kay Mitchell has been wooed away from the Pittsburgh Board of Education and has accepted the position of secretary to the Henry Clay Frick Educational Commission, beginning

September 4. Says Kay, "This is the commission which grants scholarships to Pittsburgh teachers and secretaries, and provides speakers for Pittsburgh high school assemblies. I really don't feel that I am leaving the Board because all of my work will be with the Pittsburgh schools and I will be in constant touch with them . . . I hope you will all feel that I am still eligible to be a member of the Association. Naturally I expect to continue as editor of the magazine for the next three issues." Stay with us, Kay!

The Illinois Association has also been busy this spring and summer. Garland M. Lind, corresponding secretary, reports that they had a very successful spring conference in Chicago. Discussion meetings included helpful information for the school secretary on school filing, inventories, coding of purchases, and board of education minutes. As an outcome of the spring meeting the School of Education, Northwestern University, offered a conference for school secretaries on August 9, 10, and 11. Martha Smith Luck, Executive Secretary of the University College, helped to formulate the plans for the conference. The conference included lectures and study groups on personality adjustments, office techniques, educational and school filing, school laws and budget, extra-curricular and student relations, public and adult relations, with a final address entitled "The School Secretary as an Educator," by Dr. S. A. Hamrin, professor of education. The conference apparently had its light, social side, also, and the three day conference could have been considered a very worthwhile part of any secretary's vacation. "Dr. Hamrin feels that all persons concerned with educational processes are educators, and it is ridiculous to think that a teacher is

more important than a secretary." . . . Summer Northwestern, Evanston, Illinois, Friday, August 10.

Betty Segelcke, President for 1944-45 of the Missouri State Association, reported in May in the **MISSOURI SCHOOL SECRETARY** that a poll taken of the members of the Executive Committee association indicated that "the majority of the Executive Committee favored the holding of divisional meetings during the months of July and August. The locations suggested for these meetings were St. Louis and Kansas City and one other convenient center. This would divide the state into sections corresponding to those which the membership committee has employed for its activity."

Frances E. Rosenthal, 224 Library Building, Kansas City, is editor of **THE MISSOURI SCHOOL SECRETARY**.

"The following quotation from the Missouri Secretary will interest many:

The career of Martha Painter, first MSASS president, (and ex-treasurer of the national association) since her departure from educational work, has been followed with much interest by her friends in Missouri schools. It was evident that Martha was headed for big things and all reports, however meager, indicated that she was 'on the way.'

"That the diplomatic career which she entered in 1943 was to prove her life work became evident from the announcement of her marriage in Athens, Greece, to Robert Wallace Caldwell, vice-consul of the United States to Greece, on March 12, 1945 . . . Mrs. Caldwell was attached to the public relations division of the United States Embassy to Greece since November, 1943 . . . Caldwell received his education at the University of North Carolina and Cornell University

and received his Master of Arts and Doctor of Philosophy degrees at Johns Hopkins University . . . Mrs. Caldwell resigned her position, coincident with her marriage."

Many Missouri girls worked with the Missouri Committee for the new constitution. What a fine state of mind for those gals to be in. They must be constitutionally sound!

The Kansas City, (Missouri) Association held an annual meeting in March and elected officers for the year 1945-46 as follows:

President . . . Frances McClinton
Vice-President . . . Marie Galatas
Recording Secretary . . . Betty Brown
Corresponding Secretary . . .

..... Ann Birmingham
Treasurer . . . Bessie Butler
Executive Committee

Members-at-large . . .
Marjorie Kester, Blanche Knoche
THE MISSOURI SCHOOL SECRETARY (pardon me if I seem to go on and on about it, but it is a peach!) also includes a 1944-45 roster of the MSASS membership. What a good idea! Imagine the red faces of the secretaries whose names aren't there!

SCHOOL DAZE (I love that name) the bulletin of the Massachusetts association, for May is full of interesting accounts of district meetings held in the spring. If the enthusiasm of the reporter of each meeting is any index of the general consensus of opinion, all of the district meetings were wows! They included food for thought as well as for the inner woman. District No. 1 heard Superintendent Charles A. Mitchell of Easthampton tell of the "hopes and aspirations of the common people of India, China, and Japan." District No. 2 took a guided tour through the Worcester Art Museum and were shown examples of sculpture, painting, etc., through the ages, from an early Assyrian

frieze of two thousand years ago to the interesting modern paintings of the present century. Other districts listened to talks on "skin care and the correct if slightly impossible way of maintaining your beauty forever and a day," charm and personality of flowers, etc.

The Denver Public Schools Clerks and Secretaries Association met April 7 in the Colorado Room of the Shirley Savoy Hotel. What a nostalgic feeling that name gives us! Remember the very last convention?

Dorothy C. Callahan was elected president; Helen Pugel, vice president; Marie E. Nelson, secretary, and Sadie Stein, treasurer. An in-service training class for elementary school clerks was inaugurated in Denver last year. Forms, records, and reports; public relations; correspondence and filing; general job responsibilities; inventories and storeroom; accounting; first aid pointers; and mimeographing were the subjects discussed in the classes conducted by members of the clerical staff. These classes proved to be of much help to the corps since the clerical staff in the elementary schools has suffered many changes. Plans have been made for additional classes this fall.

Emma Hansen, president of the Utah Association of School Secretaries, was married August 30 to William J. Allgier, recently returned from many months overseas.

Eleanor M. Boynton, LeGrange, Illinois, acting president during 1944-45 of the Illinois Association of School Secretaries, issued last year mimeographed copies of the reports and talks that were presented at the conference of the Illinois Association in December. This material, covering discussions of methods of dispensing supplies,

various phases of the high school secretary's work, and an interesting historical sketch entitled "The Background of School Secretary Organizations" by Edna Atkinson, is well worth requesting.

Geraldine Guarino, Chief Clerk in the Herron Hill Junior High School, will be the new president of the Pittsburgh Association of School Secretaries for the coming year. She is taking the place of Marie Hamel, president for the past three years, who has resigned her position as Chief Clerk of the Knoxville Junior High School to accept a position in industry.

The Pittsburgh association has planned a luncheon meeting on October 12 at the Schenley Hotel, at which time a full report will be given of the Workshop at Columbia University. Fourteen Pittsburgh secretaries attended the Workshop.

Former Montana membership chairman, Lt. Mary Elizabeth Connelly, has a new assignment in the WACS. She writes: "My work is with the WAC Detachment. I'm sort of a liaison officer, between the women and their section chiefs and the post as a whole."

Former Wisconsin membership chairman, S/Sgt. Emma A. Martz, is still in England, having served with the Eighth Air Force Fighter Command for more than two years. She has enough points for discharge, but the Army considers her essential.

The Secretarial Association of the Public Schools of the District of Columbia has Mrs. Constance King Cowardin, National President, as their guest of honor at their Spring Luncheon held in the Club Studio at the Fairfax Hotel on April 21. The speakers were Mr. Adelbert H. Heinmiller, Assistant Superintendent in charge of the School Budget

and Mr. Richard S. Townsend, Assistant Secretary of the District of Columbia Personnel Board. A Truth or Consequence Quiz was conducted by Mrs. Marguerite T. Teates.

Four secretaries from the District of Columbia school system attended the Workshop for School Secretaries at Columbia University June 25-29, 1945: Mrs. Charlotte A. Marr, President of the D. C. Secretarial Association, Miss Catherine A. Crawley, a past President, Mrs. Louella C. Turner and Mrs. Helen M. Keys. They were most interested in the viewpoints expressed in the addresses presented at the Workshop and hope to make this project one of the main topics of discussion at the October meeting of the local association. Plans are under consideration for conducting a lecture course for the Washington, D. C. Secretaries during the coming winter. It is their hope that this expectation will be realized.

Thanks, one and all, for your contributions. They have been fun to read and difficult to brief. I wanted to include everything.

RECOGNITION

It is gratifying indeed to note the additional evidences of recognition that are daily being accorded school secretaries. Elevation to departmental status in the Missouri State Teachers' Association gave the members of the Missouri State Association of School Secretaries their first big lift and marked the association as a leader in this field of accomplishment. More recently one of the nation's outstanding universities has further boosted secretarial prestige by offering an intensive summer workshop under truly brilliant leadership for school secretaries. When authorities in the field of educational administration, such as those who are co-

operating in this workshop program, feel it worth while to devote a portion of their busy schedules to furthering the secretarial profession, it seems to mark the beginning of a new era of greater and more professional service.

That recognition of the needs of a new profession is being accorded nation-wide finds reflection in an inquiry from one of Missouri's teachers colleges concerning the advisability of conducting a workshop for school secretaries here in Missouri during the coming summer. It is hoped that this opportunity will be realized and that Missouri secretaries will take advantage of the opportunity that is offered them.

The implications of this recognition are many. Since it means a further professionalization, it should be accompanied by a striving for recognized standing. Certification for school secretaries would be a definite step forward in firmly establishing a status that could never be threatened. School secretaries with a forward looking point of view should seek such evidence of standing and welcome the opportunity it affords to dignify further the work in which they are engaged. By such professionalization, by raising of standards, by establishment of higher goals will the school secretary achieve her rightful place and will she be rewarded in accordance with the effective discharge of her responsibilities.

Editorial Missouri Bulletin.

Neighbor—Jimmy, who was responsible for all that bad language at your house this morning?

Jimmy: Grandpa. He was late for church and couldn't find his hymnbook.

Girl to policeman after accident: "How did it happen? He refused to release his clutch, that's all."

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